



Wakefield Grammar Pre-Preparatory School

Document Reference	Relationships and Sex Education (RSE) Policy
Version Number	V1.04
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Name of Approver / Committee Date Ratified	Education Committee 12.11.2025
Date of Next Review (Annual)	November 2026

CHANGE RECORD - REVIEW PERIOD ANNUALLY

Version	Date	Change details
V1.02	Aug 2023	Reviewed - J Taylor
V1.03	Sept 2024	Reviewed - J Taylor
V1.04	Oct 2025	Reviewed - V Hutchinson

To be published on the following:

Staff shared	X	School website	X
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WGPPS Relationships and Sex Education (RSE) Policy

1. Policy Statement - Aims and Objectives of RSE at WGPPS

It is the intention of WGPPS to teach high quality, age appropriate, pupil-sensitive, evidence-based RSE. By law we are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. This policy has been produced by the RSE and PSHE lead, through consultation with the Head, reviewed by the PSHE Lead in 2025 and ratified by the Governors.

It is expected that RSE in WGPPS will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSE is such an important part of the curriculum. We ensure RSE fosters gender equality and LGBT+ equality for example by the use of specially selected texts in our P4C sessions.

1.1 This policy is informed by the following guidance:

- [Learning and Skills Act \(2000\)](#)
- [Education Act \(1996\)](#)
- [Education Act \(2002\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [The Public Sector Equality Duty 2014](#)
- [Supplementary Advice to the Sex and Relationship Education \(SRE\) Guidance for the 21st century \(2014\)](#)
- [Children and Social Work Act \(2017\)](#)
- [DfE Statutory Guidance on RSE and Health Education](#) (for teaching until 31 August 2025)
- [Keeping children safe in education – Statutory safeguarding guidance \(2025\)](#)

1.2 Links to other policies

- [WGPPS Anti-bullying policy](#)
- [WGSF Equality, Diversity and Inclusion Policy](#)
- [WGSF Safeguarding and Child Protection policy](#)

2. PSHE/Emotional Health and RSE

At WGPPS, we teach Emotional Health, Personal, Social and Health Education as a whole-school approach, alongside Philosophy for Children, to underpin children's development as people and because we believe that this also supports their learning capacity. We align our curriculum with our school values: Kindness, Resilience, Respect.

2.1 **Statutory content:** It is now a statutory requirement for primary schools to deliver Relationships Education. We acknowledge that under the [Education Act 2002](#) and [Academies Act 2010](#), all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) and RSE education provision.

At WGPPS we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we share the RSE content with parents/carers during the year for example at the Autumn Term Curriculum Evening. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

- 2.2 **National Curriculum:** At Key Stage 1, the National Curriculum for Science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age. It includes life cycles and how animals feed their young. There continues to be no right to withdraw from National Curriculum Science.
- 2.3 **Health Education (Physical Health and Mental Wellbeing):** The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.
- 2.4 **Relationships Education:** The focus at WGPPS is on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils. Relationships Education sits within how we teach emotional health. There is no right to withdraw from Relationships Education.
- 2.5 **Teaching about Consent:** Broadly, at Key Stage 1 this learning focuses on the concepts of asking, giving and not giving permission; personal boundaries and privacy; which parts of the body are private (including learning correct names for genitalia); appropriate and inappropriate touch or contact; respect for others and the right to be respected by others. We teach consent in EYFS in an age appropriate way using the [NSPCC Pants](#) resources.
- 2.6 **Safe and Effective Practice:** We will ensure a safe learning environment by reminding pupils to respect, share and listen to each other. We will:
- Be open and honest (but not discuss our own or others' personal/ private lives directly). We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.
 - Keep the conversation in the room.
 - Have a non-judgemental approach. It is okay for us to disagree with another person's point of view but we will not judge or make fun of others, or put anybody down.
 - Have a right to pass. Taking part is important, however we have the right to pass on answering a question or participating in an activity.
 - Make no assumptions. We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.
 - Listen to others. We will listen to the other person's point of view and expect to be listened to.
 - Ask questions. We know that there are no stupid questions. We will not ask questions to deliberately try to embarrass anyone else.

Teachers and pupils will agree to ground rules by using our school rule: Ready, Respectful and Safe. Pupils' questions will be answered by teachers and sensitive issues will be directed to the appropriate trained staff for example, class teacher, DSL, School Counsellor.. Pupils will be able to raise questions anonymously by posting in the post box named 'Things I would like my teacher to know'.

Support is provided to children experiencing difficulties on a one-to-one basis, via our wellbeing/pastoral team. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

- 2.7 **Safeguarding:** Safeguarding is an important aspect of all of the lessons taught as part of RSE in our school. Our WGSF Safeguarding and Child Protection Policy will be applied to

and supported by all aspects of RSE and any disclosures or issues arising as part of RSE, will be dealt with in line with our WGSF Safeguarding and Child Protection Policy.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the Designated Safeguarding Lead (DSL) or Deputy DSL in DSL's absence.

2.8 **Equality:**

- WGPPS will comply with the relevant requirements of the [Equality Act 2010](#) and the [Public Sector Equalities Duty \(2014\)](#). Schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).
- The delivery of the content of RSE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep WGPPS a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

2.9 **Understanding learning:** To ensure that the teaching and learning in RSE in our school is of the highest standard, class teachers will receive training from our RSE curriculum leader who will support teachers with the planning and delivery of the content.

Pupils will have opportunities to review and reflect on their learning during lessons by using the school feedback policy and surveys. Pupil voice will be influential in adapting and amending planned learning activities, themed weeks and days in schools.

2.10 **Resources:** We will draw from a number of educational resources [NSPCC Pants](#), [SCARE](#) and [Jigsaw](#). It is the role of the RSE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSE.

3. **Why are we teaching RSE?**

Because it is the right thing to do

- Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves in and to work hard throughout all curriculum areas to give our pupils the skills, knowledge and understanding they need to do that. RSE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and Health Education is a statutory requirement for all primary schools in England.
- The teaching of RSE at WGPPS is informed by the law, National RSE guidance and the national curriculum set out by the DfE as well as the school ethos and policies already developed.

4. How will we ensure lessons are taught sensitively?

- By staff training.
- Use of anonymous: 'Things I would like my teacher to know'.
- Age appropriate content.

5. When will RSE be taught?

The framework will be taught throughout the year within our PSHE, P4C and Science curricular.

6. How will we ensure communication with parents/carers?

In partnership with parents/carers, we want to communicate what is going on in RSE. Our aim is to share each year group's curriculum every September during "Welcome to ... Curriculum Evenings" to ensure our parents/carers are aware of the RSE content which will be covered in the upcoming year.

We use Bounce Together, an online platform to gather parents' views on our curriculum. A breakdown is shown on FireFly (our school intranet page).

7. Who will be teaching RSE?

- Class teachers.
- Higher level teaching assistants.

8. What training will staff be given?

Ongoing training will take place for all teachers delivering RSE.

9. What materials will be used to deliver RSE?

We have chosen to use a variety of materials to deliver RSE, from whichever source we think is best suited to our pupils through SCARF, PANTS NSPCC and the PSHE Association.

9.1 Useful resources

- [Coram Life Education Online Teaching and Learning Training](#) Film Clips and RSE Guidance Document which supports schools in organising and delivering RSE with confidence (available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources).
- [PSHE Association's RSE Policy Guidance](#)
- [SRE policy guidance | sexeducationforum.org.uk](#)
- The Sex Education Forum has also provided a free resource to assist in consulting pupils, parents and staff to inform about what changes need to be made to RSE policy and practice: [Activities for consulting about your school sex and relationships education policy1](#)

10. Content

Year	Content	Additional information
FS1	• Talk about change in the environment. • Describe the changes in babies, young animals and plants as they grow. • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.	
FS2	• Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe.	As per discussion with the school governor, teachers and Head in Summer term 2 2025, FS2 children will learn 'Where do babies come from?'. This lesson has been revised from Coram's scheme of work with children learning that there are 2 seeds, 1 seed each from the man and the woman which come together to make a baby. The word 'seed' will be used rather than 'sperm'. They will also learn that the mother carries the baby in her 'womb' rather than tummy. Surrogacy and adoption will not be taught unless there is a child with whom this is relevant and if so parents will be informed.
1	• Understand and learn the PANTS rules. • Name and know which parts should be private; penis testicles, vagina, vulva, nipples and breast. • Explain the difference between appropriate and inappropriate touch. • Understand that they have the right to say "no" to unwanted touch. • Start thinking about who they trust and who they can ask for help.	RSE language - The sexual reproductive and external body parts vocabulary staff will refer to are: penis, vagina, vulva, scrotum, nipples and breast. This has been a collective staff decision.

2	• Identify which parts of the human body are private. • Explain that a person's genitals help them to make babies when they are grown up. • Understand that humans mostly have the same body parts but that they can look different from person to person. • Know that you are not allowed to touch someone's private belongings without their permission.	
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